

Lesson Plan – Future of Verb IR in Portuguese

Audience – Portuguese 1 students

Lesson 3 in PONTO DE ENCONTRO (Expressing Future Action with Verbo IR)

Goal

By the end of this lesson students will be able to express future actions associated to travelling and holidays.

Objectives

1. To review some verbs with AR,ER,IR already introduced in previous lessons
2. Introduce the verb IR expressing future action
3. Review and expand expressions that denote future (time-markers)

Warm-up Activity (7 minutes) = In this activity students will review verbs with AR, ER and IR.

The instructor divides the class in groups (5 groups of 6 students each, for example)
Each group will have a volunteer that will mime an action. Another student from each group has to write the name of the action on the board in the infinitive form – Example: *Caminhar*)

The instructor has to demonstrate the activity before forming the groups. Everyone in the group has to help.

Suggested verbs: falar, caminhar, cantar, brincar, beber, correr, dançar, dormir, ver, ler, perguntar, chegar, comer, levantar, estudar, tirar, viajar, assistir, aprender, escrever, escutar, discutir, tomar, fazer, trabalhar, comprar, e ficar.

Rationale – This warm-up is a fun/interactive way of reviewing verbs, pronunciation and spelling. Students normally get more involved in activities that involve a competition between groups. At the same time it will help with the input and the main oral activity that follows in the lesson plan.

Input (7 minutes) = The instructor asks students if they have plans for the weekend – *Vocês tem planos para o fim de semana?* After a couple of answers, the instructor starts talking about his plans for the weekend, showing some pictures on the overhead projector, power-point or the pictures itself. For example: *A... Eu vou viajar para Vancouver neste fim de semana. Vocês conhecem Vancouver?* (the instructor asks yes/no questions, but avoid speaking in the past tense or using more complicated structures in Portuguese, such as *Have you been to Vancouver?*)

This input should include some of the verbs already reviewed in the warm-up activities.
For example: *Eu vou caminhar na praia em Vancouver.*

Eu vou comer no meu restaurante favorito.

Eu vou levantar tarde da cama.

To make sure students are paying attention, the instructor can ask them to write down the actions that the instructor is saying, and do a re-cap at the end of the input.

Rationale – This input aims to introduce the structure = ir + infinitive + complement (when necessary). It brings some of the vocabulary and verbs already seen in class. Depending on the class level, it is possible to introduce more vocabulary and verbs at this stage.

Main-Activity – Your future vacation (15 minutes).

After the input, the instructor asks students to write in a place (country, city) that they want to visit in a piece of paper, but they are not supposed to tell anyone – *É um segredo*. The instructor then collects the pieces of paper and puts them in a hat. Then, the instructor models a conversation that students are going to have – A - *O que você vai fazer nas suas férias?*

B - *Eu vou surfar.*

A - *Você vai para o Havaí?*

Then the instructor gives the pieces of paper back to students, and they are supposed to find the person who is going to the place they have in the paper. Students have to circulate in class and talk about what they want to do in their vacation in those places, but they cannot reveal the place, unless if someone says what it is.

Ps. Provide students with a list of expressions – e.g. *Que legal! Nossa! Puxa Vida!*

Rationale - This activity assumes that students will be able to produce the future with the verb IR based on the warm-up, input, modeling from the instructor and the homework previously assigned. There is an exchange of information since students do not know who is the person that wrote the destination on their piece of paper. The “guessing” factor works on the instructor’s side, since students will probably be curious to find out who the person is. Since it is a mingling activity, it allows students time to formulate their questions and answers without the pressure of being watched by the rest of the class. From the interactive point of view, it also allows all students time to practice their language skills, pronunciation, form, vocabulary, etc..

The instructor has to walk among students and pay close attention to their conversation patterns, and mistake patters, trying to focus on global mistakes.

Follow-up Activity (5 minutes) – When time is up, the instructor will ask students to say if they found the person or not. Then, the instructor can ask them a few questions about the trips. Example, *O que o Mike vai fazer em Seattle?*

Rationale – This activity works as a wrap-up activity, aiming to give an end to the main activity and to find out interesting travel plans from students. In some ways, it also helps the class to bind as a group of people, and not just students. It personalizes the activity.

Feed-back on errors (5 minutes) – The instructor points out the main mistakes that the class is making on the board, and ask for correction from the class. Some repetition for pronunciation may be necessary.

Rationale – Instead of interrupting students every two seconds, the instructor takes notes, answer questions and try to assemble a note with a series of mistakes from global mistakes to minor mistakes. The idea is that clear feed-back will be provided to the group, and every student can benefit from it. At the same time, the instructor asks the groups to fix the mistakes, so students have to engage in the feedback.

Back-up plan- (5-10 minutes) If time allows, the instructor can divide the class in three circles and using a ball, students can through the ball and share their next vacation with the group.

Rationale – A back-up plan is just an easy alternative for extra-time, in case the main activity falls short. It also provides students another way to practice the same vocabulary and grammar structure acquired previously. It just changes the dynamics.